



CECIL COLLEGE

December 3, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Attached is a proposal for a substantial revision to the Web Design concentration of our Associate of Applied Sciences degree program in Visual Communications:

**AAS Visual Communications
Concentration in Web Design
HEGIS Code 5007.01; CIP Code 50.0406**

Our check for \$50 is enclosed to cover the Commission's fee for a substantial modification to an area of concentration.

If there are any questions about this request, please contact Colleen Flewelling, Associate Dean of Academic Assessment and Development, at cflewelling@cecil.edu or 443-674-1948.

Sincerely,

Christy Dryer, DNP
Vice President, Academic Programs

Academic Programs

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Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Cecil College
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| ☐ New Academic Program | ☐ Substantial Change to a Degree Program |
| ☐ New Area of Concentration | ☒ Substantial Change to an Area of Concentration |
| ☐ New Degree Level Approval | ☐ Substantial Change to a Certificate Program |
| ☐ New Stand-Alone Certificate | ☐ Cooperative Degree Program |
| ☐ Off Campus Program | ☐ Offer Program at Regional Higher Education Center |

Payment Submitted: ☒ Yes ☐ No	Payment Type: ☐ R*STARS ☒ Check	Date Submitted:
Department Proposing Program	Arts and Visual Communications	
Degree Level and Degree Type	AAS	
Title of Proposed Program	Visual Communications - Web Design concentration	
Total Number of Credits	60	
Suggested Codes	HEGIS: 500701	CIP: 500406
Program Modality	☒ On-campus ☐ Distance Education (<i>fully online</i>) ☐ Both	
Program Resources	☒ Using Existing Resources ☐ Requiring New Resources	
Projected Implementation Date	☐ Fall ☒ Spring ☐ Summer Year: 2020	
Provide Link to Most Recent Academic Catalog	URL: https://www.cecil.edu/catalog	
Preferred Contact for this Proposal	Name: Colleen Flewelling	
	Title: Associate Dean of Academic Assessment and Development	
	Phone: (443) 674-1948	
	Email: cflewelling@cecil.edu	
President/Chief Executive	Type Name: Mary W. Bolt	
	Signature: <i>Mary W Bolt</i>	Date: <i>11/19/19</i>
	Date of Approval/Endorsement by Governing Board: 10/28/2019	

Revised 6/13/18

CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
AAS VISUAL COMMUNICATIONS, WEB DESIGN AND MULTIMEDIA CONCENTRATION
HEGIS 5007.01 CIP 50.0406

A. Centrality to institutional mission statement and planning priorities:

Cecil College's Associate of Applied Science in Visual Communications is designed for students seeking initial employment, career advancement, and/or transfer to four-year programs in the fields of graphic design and multimedia, photography, video production, and web design. Each program concentration is tailored to align with the latest industry-standard equipment, professional practices, and software to help students innovate and succeed in an increasingly competitive environment.

The Web Design and Multimedia concentration is being modified to reflect current skill needs in the field and changes to the College's Computer Science offerings.

This program directly supports Cecil College's mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce.

B. Critical and compelling regional or Statewide need as identified in the State Plan:

The AAS in Visual Communications (Web Design and Multimedia Concentration) prepares students for employment or further study in a web design program at a four-year institution. Students' expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which have web design programs with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Success) of the Maryland State Plan for Education.

Institution	Rate	Cost per credit 2018-19	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	\$119	\$7,140	-
University of Maryland Global Campus	In-state	\$300	\$18,000	\$10,860

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

A Web Design and Multimedia concentration prepares students for several fields that require knowledge of web design. Examples of these fields include web development and publishing. Maryland's

Department of Labor projects an increase from 2016-2026 in the number of openings for these types of positions.¹

Field	2016-2026 Percent Change in openings in Maryland
Web Developers	+7.7%

D. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals two other Associate degree programs in web design or development in Maryland.

Institution	Program Name	Degree Offered
Hagerstown Community College	Web and Multimedia Technology	Associate
Montgomery College	Digital Media and Web Technology	Associate

Because neither of these programs is within 50 miles of Cecil County, this degree at Cecil College will allow students in Cecil County a more accessible and affordable option nearby their residence.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBI's.

F. Relevance to the identity of Historically Black Institutions (HBIs)

According to MHEC's program inventory, none of Maryland's Historically Black Institutions offer web design or development programs.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

The following information on degree requirements, learning outcomes and course descriptions will be made available to students in the college catalog, which is available on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College's Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

¹ <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>

Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee comprised primarily of faculty, for approval.

Changes Made to AAS Visual Communications, Web Design and Multimedia Requirements
(changes are italicized)

OLD Program Requirements	Credits	NEW Program Requirements	Credits
VCP 116 Digital Imaging I	2	VCP 116 Digital Imaging I	2
VCP 117 Digital Imaging II	2	VCP 117 Digital Imaging II	2
VCP 279 Professional Portfolio Production OR VCP 289 Internship I	4	VCP 279 Professional Portfolio Production OR VCP 289 Internship I	4
VCP 101 Photography I OR VCP 210 Video Production I	4	VCP 101 Photography I OR VCP 210 Video Production I	4
VCP 118 Digital Imaging III	4	VCP 118 Digital Imaging III	4
VCP 136 Multimedia Production I	4	VCP 136 Multimedia Production I	3
VCP 144 Web Design I Design Fundamentals	3	VCP 144 Web Design I Design Fundamentals	3
<i>VCP 162 Mobile Application Design</i>	4	<i>VCP 119 Digital Imaging IV</i>	4
VCP 244 Web Development I	3	VCP 244 Web Development I	3
8 credits chosen from the following			
ART 180 Basic Photography (H)	3	ART 180 Basic Photography (H)	3
ART 181 Introduction to Movie Making (H)	3	ART 181 Introduction to Movie Making (H)	3
VCP 111 Studio Photography I	4	VCP 111 Studio Photography I	4
VCP 120 Digital Imaging V	4	VCP 120 Digital Imaging V	4
VCP 222 Photojournalism I	4	VCP 222 Photojournalism I	4
CSC 109 Introduction to Programming	3	CSC 109 Introduction to Programming	3
<i>CSC 132 Database Management</i>	3	<i>CSC 105 Geographic Information Systems</i>	3
<i>CSC 148 Server-Side Scripting with ASP</i>	3	<i>CSC 182 Web App Development</i>	3
<i>CSC 161 Oracle I – Introduction to SQL</i>	3	<i>CSC 205 Computer Science I</i>	3
<i>CSC 182 Scripting Languages</i>	3	<i>CSC 218 Computer Science II</i>	3
<i>VCP 119 Digital Imaging IV</i>	4	<i>CSC 230 Advanced Programming in Python</i>	3

The proposed Web Design and Multimedia concentration in the AAS program in Visual Communications requires the following courses:

Course Code	Courses (38 Credits)	Credits
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 279 OR VCP 289	Professional Portfolio Production OR Internship I	4

VCP 101 OR VCP 210	Photography I OR Video Production I	4
VCP 118	Digital Imaging III	4
VCP 136	Multimedia Production I	4
VCP 144	Web Design I Design Fundamentals	3
VCP 119	Digital Imaging IV	4
VCP 244	Web Development I	3
	8 credits chosen from the following	
ART 180	Basic Photography (H)	4
ART 181	Introduction to Movie Making (H)	3
CSC 109	Introduction to Programming	3
CSC 105	Geographic Information Systems	3
CSC 182	Web App Development	3
CSC 205	Computer Science I	3
CSC 218	Computer Science II	3
VCP 111	Studio Photography I	4
CSC 230	Advanced Programming in Python	3
VCP 120	Digital Imaging V	4
VCP 222	Photojournalism I	4

Total Credits: 30

COURSE DESCRIPTIONS

ART180 Basic Photography (H) introduces students to the fundamental aesthetics and techniques of photography, to the practice of creative thinking, and to communication through visual imagery. Digital cameras and digital imaging work stations are available for student use in class. Credits: 3

ART181 Introduction to Movie Making (H) is an introduction to the theory and practice of movie making with electronic video technology. Topics include creative concept development, production planning, capturing, and editing for artistic expression. Students work in a hands-on environment to develop and produce short movies. Credits: 3

CSC105 Geographic Information System (I) will provide an introduction to the principles and applications of Geographic Information Systems (GIS) technology. It examines the accuracy and applications of geographic information, while emphasizing how it can be used to enhance the decision-making processes of many disciplines such as transportation and logistics, business, biology, physics, and government and planning. There will be hands-on projects that will focus on real-world problems. Credits: 3

CSC109 Introduction to Programming covers the core concepts and techniques of Programming using C++ and Visual Basic that are needed to logically plan and develop programs using object oriented programming and design. Credits: 3

CSC182 Web Application Development covers the core concepts of Internet programming, using VBScript and JavaScript that are needed to bridge the gap between Web programming languages and

Web architecture from both the client and server side. Credits: 3 Prerequisite: VCP 144 Corequisite: CSC109

CSC205 Computer Science I is an introduction to the basic concepts of an object-oriented programming language such as Java or C++. This course introduces such programming concepts as data types, structures, decision making, looping, functions, arrays, files, and objects. Credits: 3 Prerequisites: CSC106 and/or CSC109 or permission of instructor

CSC218 Computer Science II continues the development of object-oriented programming and problem-solving skills by using an object-oriented language such as Java or C++. The student will obtain a solid foundation in advanced object-oriented topics such as abstract data types, overload operators, dynamic memory, exception handling, inheritance, and polymorphism. The student will also examine data structures such as stacks, queues, and trees, as well as perform efficiency analysis on searching and sorting algorithms. Credits: 4 Prerequisites: CSC205, MAT201 or consent of instructor

CSC230 Advanced Programming in Python builds upon the basic Python programming skills learned in CSC109. Students focus on object-oriented programming while learning advanced concepts. The course will progress into a series of real-world development projects using third party modules in the areas of scientific computing, web development and data analysis. Credits: 3 Prerequisite: CSC109

VCP101 Photography I introduces the art and craft of photography. Students learn digital camera operation, digital scanning, and print production. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments in addition to class activities, to produce a portfolio of fine black and white and color photographs. Credits: 4

VCP111 Studio Photography I introduces the art and craft of studio photography. Students will use digital cameras for commercial applications. Studio lighting is emphasized for portrait, fashion, and advertising product photography. Students complete weekly studio and lab assignments, in addition to class activities, to produce a studio photography portfolio. Photography business practices are introduced. Credits: 4 Prerequisite: VCP101

VCP116 Digital Imaging I introduces the student to the creation and manipulation of electronic imagery. Students learn to import digital images; scan film, prints, and artwork; create and manipulate images; prepare images for print, and use in many other applications. Credits: 2

VCP117 Digital Imaging II introduces students to basic graphic design concepts and intermediate digital imaging techniques. Students produce a portfolio of work including: a retouched image, a special effects image, a magazine cover, business cards, letterhead, high dynamic range (HDR), panoramic and personal project prints. Credits: 2 Prerequisite: VCP116

VCP118 Digital Imaging III advances the student's graphic design capabilities by using Adobe Illustrator and InDesign, two advanced professional graphic design programs, to combine words and images on the printed page in order to provide real-world skills essential for graphic design careers. Students will create and manipulate images, and combine graphics such as text into page layouts. Students will learn the process of creating professional business cards, brochures, and logos from concept to print. Credits: 4 Prerequisite: VCP117

VCP119 Digital Imaging IV introduces the student to Web page design. Students use Adobe Photoshop, Dreamweaver, and Flash to conceive and create effective Web sites that are easy to use and that meet the demands of the target market. Credits: 4 Prerequisite: VCP118

VCP120 **Digital Imaging V** is an independent study course where students develop and implement a design project. Students meet weekly with the instructor to review progress and receive instruction. In addition to improving existing graphic design skills, students will learn to develop a project proposal and implement that proposal in a successful design project. Credits: 4 Prerequisite: VCP118

VCP136 **Multimedia Production I** introduces students to the development of interactive and new media design. Utilizing industry-standard software students learn how to produce responsive designs that interact with the viewer. The principles of object oriented programming are taught using ActionScript 3 and JavaScript in the Adobe Flash and Edge Animate environments. Usability, typography, composition, user interface design, color, and overall visual communication and aesthetics are emphasized. Students will produce a final interactive portfolio that demonstrates their understanding of usability design. Credits: 4 Prerequisite: VCP117

VCP144 **Web Design I – Design Fundamentals** provides an overview of the major design considerations for well-balanced website construction to include the planning cycle, web technologies, usability, site structure, and navigation styles. Emphasis is placed on design issues as each category is explored using HTML, CSS and basic JavaScript. Students will plan, design, and publish one fixed-width and one responsive website. Credits: 3 Prerequisite: EGL093

VCP210 **Video Production I** introduces students to the techniques of video production. Emphasis is placed on problem-solving scenarios and hands-on experience. Several short video programs are directed and produced. Students have the opportunity to work on an individual basis as well as in teams. Credits: 4

VCP222 **Photojournalism I** studies the approaches and techniques of photographic reportage. Topics include news, features, issue reporting, journalistic portraits, sports, photo essay, documentary photography, and ethics and law. Emphasis is placed on visual interpretation and communication, composition, and photo editing. Students complete weekly shooting and lab assignments, participate in class discussions and critiques, create a picture story layout, plan and photograph a group project, and produce a strong photojournalism portfolio. Credits: 4 Prerequisite: VCP101 or VCP180 and ART180

VCP244 **Web Development** builds on the design process covered in VCP144 Web Design I – Design Fundamentals. This course covers advanced web technologies that make websites responsive, interactive and dynamic: multimedia, forms, HTML5, CSS, and client-side and server-side programming technologies. Other advanced design considerations include design for multiple devices, disability access, maintenance, navigational aids, and search engine optimization. Students will build a complex website using client and server-side technologies, including XHTML, CSS, JavaScript, forms, application programming, and database programming. Credits: 3 Prerequisite: VCP144

VCP279 **Professional Portfolio Production** enables the visual communications major to prepare a capstone portfolio of imagery and written documentation suitable for presentation to meet graduation portfolio requirements, and for application to a transfer institution and/or for career advancement. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments, in addition to class activities, to produce a professional portfolio and a capstone presentation to the college community. Credits: 4 Prerequisites: 19 VCP credits

VCP289 **Internship I** is a supervised experience with a visual communications employer for 15 days/120 hours. In addition, the student has weekly conferences with the visual communications director. The student should apply for the internship with the visual communications director at least six weeks before

the semester begins, and complete an internship proposal before registering for the course. Students complete an internship notebook and present a capstone portfolio. Credits: 4 Prerequisite: EGL101

Upon successful completion of this program, students will be able to:

- Use the basic tools and techniques of a visual communicator
- Communicate in an effective and professional manner both verbally and in writing with the ability to incorporate critique recommendations in revising their work
- Demonstrate the ability to meet deadlines
- Use computer and related technology in the execution of visual communications projects
- Demonstrate knowledge of the elements and principles of design
- Produce a body of work demonstrating the ability to solve visual communications problems
- Market themselves using their portfolio and visual communications skills
- Produce an appealing visual product based on project goals and limitations of the web based medium
- Demonstrate and apply knowledge of the elements and principles of design to projects and during critical discussions
- Utilize industry standard hardware and software to produce content that is viewable on both past and current technology
- Develop intermediate-level code that is appropriate for web and multimedia presentations
- Problem-solve issues related to the visual and technical components of publishing web specific content
- Produce a portfolio of work that makes them marketable in the job market

In addition, all Web Design and Multimedia students take the following General Education requirements

General Education Requirements (22 credits)		General Education Code	Credits
ART/HUM	Arts and Humanities Elective	H	3
EGL 101	College Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	Elective		3
MAT	Math Elective	M	3
SCI	Lab Science Elective	S/SL	4
SOC SCI	Social Science Electives	SS	3

EGL101 College Composition (E) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are

finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

EGL102 Composition & Literature (H) introduces students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and an analytical research paper are assigned. Credits: 3 Prerequisite: EGL101

Cecil College does not contract with another institution or non-collegiate organization in providing this program.

H. Adequacy of articulation

Cecil College has articulation agreements for Visual Communications with the University of Baltimore and Wilmington University (in Delaware) for this program.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Faculty Member	Credentials	Status	Courses Taught
Jonathan Cone, Assistant Professor of Visual Communications	M.F.A. Rochester Institute of Technology (Film and Animation)	Full-time	VCP 136 Multimedia Production I VCP 119 Digital Imaging IV VCP 144 Web Design I – Design Fundamentals VCP 244 Web Development I
Christopher Gaspere, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 Freshman Composition
Adam Jacono, Assistant Professor of Visual Communications	M.F.A. East Carolina University (Photography)	Full-time	ART 180 Basic Photography VCP 101 Photography I VCP 116 Digital Imaging I VCP 117 Digital Imaging II VCP 279 Professional Portfolio Production VCP 289 Internship I
Daniel Krukosky, Assistant Professor of Visual Communications	M.S. Wilmington University (Internet and Networking Design and Technology)	Full-time	VCP 210 Video Production I
Nathanael Tagg, Associate Professor of English	M.F.A. Rutgers University (English)	Full-time	EGL 102 Composition and Literature
Jacqueline Wilson, Assistant Professor of Computer Science	A.L.M. Harvard University (Information Management Systems)	Full-time	CSC 105 Geographic Information Systems CSC 109 Introduction to Programming CSC 182 Web App Development CSC 205 Computer Science I CSC 218 Computer Science II CSC 230 Advanced Python

Faculty Member	Credentials	Status	Courses Taught
Jerry Arnold	B.S. Frostburg University (Fine Arts)	Part-time	VCP 118 Digital Imaging III
Robert Bernstine	M.S.E. University of Pennsylvania (Engineering)	Part-time	VCP 119 Digital Imaging IV VCP 120 Digital Imaging V
Jennifer Campbell	A.A.S. Cecil College (Visual Communications – Professional Photography)	Part-time	VCP 111 Studio Photography I
Robert Moreland	A.A.S. Cecil College (Video Production)	Part-time	ART 181 Introduction to Movie Making
Charles Weiss	B.S. Loyola College of Baltimore (Political Science)	Part-time	VCP 222 Photojournalism I

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's instructional technologist offers regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester she offers the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics. In January 2019, Cecil College hosted the annual conference of the Association of Faculties to Advance Community College Teaching (AFACCT); more than 35 full-time and adjunct faculty attended. In 2018-19, Cecil College also piloted the Faculty Guild professional development program with selected full-time and part-time faculty; six additional faculty members are participating in this program in 2019-20.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries within the state of Maryland. CCVM Library also subscribes to Inter-Library Loan, where students and faculty can request physical books, eBooks, and scholarly articles from institutions in other states.

Students in the AAS in Visual Communications (Digital Imaging concentration) can make an appointment to meet one-on-one or in groups with the Instructional Librarian for assistance with the following: narrowing down a research topic, finding articles in the library databases, finding books and eBooks, evaluating resources, and crafting citations. The Instructional Librarian also visits classes upon request to teach library information sessions tailored to class projects and curricula.

The library subscribes to approximately 84 online databases that cover the majority of disciplines offered at Cecil College. The following databases in particular may help most with varying aspects of the digital imaging concentration: Academic Search Complete, Proquest Central, Humanities International Complete, JSTOR, and Arts and Humanities.

CCVM Library works with IT on campus to ensure that both PCs and Macs are available in the library and are pre-loaded with relevant program software when possible.

CCVM Library offers both a physical book collection and an online eBook collection for student use, and has a number of required course textbooks for the program on reserve for students to use in house. The library also offers a list of open resources on its Open Educational Resources (OER) LibGuide that both students and faculty can utilize. CCVM Library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support their instruction throughout the academic year.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building; Physical Education Complex; and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center.

Students have access to the Visual Communications lab, which offers free tutoring and mentoring in addition to computer resources (graphic resource servers, industry standard computers, color managed displays with industry standard graphic computing capabilities, and application software). The lab also provides fully color managed postscript laser printers and archival sheet and roll paper inkjet giclee printers. Students may also borrow industry standard digital single-lens reflex cameras (DSLRs) and mirrorless cameras, lenses, camcorders, microphones, audio recorders, photo and lighting equipment, as well as photo and video studios for use in student work.

The department has sufficient dedicated office space for program faculty, staff, and students. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources, and a locked file cabinet to secure program materials.

There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs, and telephones.

Multiple conference rooms are available for faculty meetings and or private conferences with students in the Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex.

Available technology includes state-of-the-art smart classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide course management system, Blackboard, which can provide on-line learning to supplement courses.

The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff, during regular lab hours, to assist students. The Writing Center is a free service to all Cecil College students. Tutors are available during a variety of day and evening hours to assist students with reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete  [Table 1: Resources \(pdf\)](#) and  [Table 2: Expenditure\(pdf\)](#).  [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES

	Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Reallocated funds	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$11,067	\$13,673	\$16,625	\$21,248	\$24,366
a.	Number of F/T students	1	1	1	2	2
b.	Annualized Tuition/Fee Rate ²	\$3,927	\$3,993	\$4,125	\$4,224	\$4,323
c.	Total F/T Revenue (a x b)	\$3,927	\$3,993	\$4,125	\$8,448	\$8,646
d.	Number of P/T students	3	4	5	5	6
e.	Credit Hour Rate	\$119	\$121	\$125	\$128	\$131
f.	Annualized Credit Hour Rate ³	\$2,380	\$2,420	\$2,500	\$2,560	\$2,620
g.	Total P/T Revenue (d x e x f)	\$7,140	\$9,680	\$12,500	\$12,800	\$15,720
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$1,344	\$1,669	\$2,000	\$2,441	\$2,970
	Total (add 1-4)	\$12,411	\$15,342	\$18,625	\$23,689	\$26,336

Cecil College expects that this program will be small, with modest growth.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time Cecil students take 33 credits per year; part-time students take 20 credits per year on average.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$5,560	\$5,651	\$5,744	\$5,838	\$5,934
a.	# FTE	0.02	0.02	0.02	0.02	0.02
b.	Total Salary	\$3,952	\$4,011	\$4,072	\$4,133	\$4,195
c.	Total Benefits	\$1,608	\$1,640	\$1,672	\$1,705	\$1,739
2.	Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	#FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
3.	Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0

² Assumes Cecil County resident taking 35 credits per year.

³ Assumes Cecil County resident taking 20 credits per year.

a.	# FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
4.	Equipment	\$0	\$0	\$0	\$0	\$0
5.	Library	\$0	\$0	\$0	\$0	\$0
6.	New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7.	Other Expenses	\$0	\$0	\$0	\$0	\$0
	Total (Add 1-7)	\$5,560	\$5,651	\$5,744	\$5,838	\$5,934

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is calculated based on the percent of students enrolled in Visual Communications programs who have selected the Web Design and Multimedia concentration (2%).

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 2.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Faculty members are evaluated every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses. In addition, faculty members are assessed in the classroom by the appropriate dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College's process of monitoring student satisfaction.

All faculty members are contractually obligated to complete an annual report that includes assessment results. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years.

The College's Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years.

Student retention rates are regularly monitored by the division dean.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Cecil College embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "Graduates will illustrate knowledge of ...the Diversity of Human Cultures" as one of the institution's six General Education learning goals.

O. Relationship to low productivity programs identified by the Commission:

This program is not related to low productivity programs identified by the Commission.

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.